

ADRI & ARCS Reading

CCLD offers the Reading Diagnostic workshop introducing instructors to several tools that will take them beyond the TABE in identifying reading difficulties with their students

One tool addressed in the trainings is the Assessment Strategies and Reading Profiles (ASRP) website. This website is based on the ARCS, a study that assessed the reading of 955 adult learners. Researchers tested participants individually on eleven skills (components) that contribute to reading ability. A list of scores for each learner became that individual's reading profile, illustrating his or her strengths and instructional needs.

On this website, 569 Adult Basic Education (ABE) learners from the ARCS are grouped into 11 profiles. Each profile group shows a distinctive pattern and/or level of reading component skills. You will learn more about profiles as you navigate the site via the two tracks described below.

Match a Profile

On the "Match a Profile" track, you can enter scores for your learner and be matched to one of the 11 ARCS-based profiles. You will find suggestions for instruction as well as information about the ARCS learners in this group that may relate to your learner

Take the Mini-Course

Although you will find enough information on the "Match A Profile" track to understand your learner's reading profile, the "Mini-Course" offers an opportunity to learn more about reading. You will find extensive information on the major reading components and assessment as well as sections containing references and downloadable resources.

In order to match a profile for a student an instructor will need to be able to assess them in the components of reading. The site offers a variety of free tools for assessing word recognition, vocabulary, and fluency. You will use your TABE score for comprehension and spelling. You can also access the Sylvia Greene Inventory which allows you to assess phonemic awareness and decoding skills.

Instructors may access the site at www.nifl.gov/readingprofiles

Another tool for instructors in assessing reading skills is the Adult Diagnostic Reading Inventory (ADRI).

Dr. Pat Campbell, developer, describes the tool:

"Grass Roots Press distributes a diagnostic reading assessment that was piloted with 1500 adults with low-literacy skills. It is called the Adult Diagnostic Reading Inventory (ADRI). My colleague and I developed the test in 2000."

ADRI provides placement and diagnostic information and identifies reading patterns, enabling the instructor to choose effective teaching strategies.

The assessment tool contains a word list, 40 graded passages that range in readability from Grades 1 to 12, and a combination of factual and inference comprehension questions. Alternate form reliability was established during the piloting phase. ADRI is designed for one-on-one assessment, rather than group testing.

ADRI is not classified as standardized assessment tool. Rather, it is modeled on informal reading inventories. For example, you can use miscue analysis to identify word recognition patterns. There are two versions of the test: one for Canadians and one for Americans.”

The ADRI manual takes instructors step by step through the ADRI process. The Teaching Reading to Adults: A Balanced Approach book gives instructors more guidance on identifying patterns and instructional strategies to assist students who fall into a specific pattern.

Both resources were developed by Dr. Pat Campbell and may be purchased from Grassroots Press at www.literacyservices.com.

More information on these tools can be found at <http://library.naldatawork.ca/browse/author?name=Pat+Campbell>

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The ASRP and ADRI may be used in conjunction with one another or as separate tools to gain more understanding of student needs.

In the Reading Diagnostic workshop participants will be introduced to the tools and given information and practice on administering the tools with students. Participants will administer the tools with students, evaluate the results and reflect on their effectiveness. A follow-up session, instructors will be given the opportunity to share results and discuss implications for adaptation and practice.

Source: National Institute for Literacy; www.nifl.gov.